

ENHANCING EFL/ESL LEARNERS' LISTENING COMPREHENSION THROUGH  
DICTATION AND EXTENSIVE ACTIVITIES BASED ON METACOGNITIVE AND  
COGNITIVE STRATEGIES

Presented to  
The Graduate Program of  
Greensboro College

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in  
Teaching English to Speakers of Other Languages

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August 2022

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## **Abstract**

Listening is a difficult skill to develop for EFL learners living in non-English speaking countries and ESL learners who just arrived in the United States. Without the ability to understand L2 and the impossibility to communicate with others, some major issues such as confusion, misunderstandings, disappointment, anxiety, and frustration arise. Therefore EFL/ESL learners deserve the opportunity to get some exposure to the language by working on listening activities in and outside the classroom. These activities should be oriented to help them become more confident to start communicating in real life contexts. Research suggests that the combination of diverse strategies, such as metacognitive, cognitive, and academic strategies benefit students more than using them in separate ways. Additionally, teachers may use these strategies to design activities, such as dictation and extensive listening exercises to encourage language learners to get involved in an effective listening process in which they can plan, monitor, and evaluate their own progress. Teachers also should consider learners' needs, levels of proficiency, interests, backgrounds, and prior knowledge to foster dynamic interactions and active participation.

## **Dedication**

This thesis is dedicated to my beloved wife, to my daughter, and to my son who have been supportive, understanding, and patient while I have been busy reading, writing, doing assessment, and trying to weave ideas to work on this project. Likewise, it is dedicated to my mother who has always been proud of me and to my father who would have been more than proud.

## **Acknowledgments**

I would like to express my gratitude to Dr. Michelle Plaisance for all her support throughout my TESOL studies. She was the person who welcomed me when I first asked for information about this MA TESOL, and she was my advisor at the end of this writing process. I also would like to thank Dr. King for her kind and timely support when I needed it. Finally, I would like to thank Dr. Sims, Dr. Wilder, Dr. Malcom, Dr. Sanckzyc, Professor Fortson, and Dr. Makhoul for their guidance in the world of TESOL.

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## **Chapter One: Introduction**

Listening is one of the major issues that students of English as a foreign/second language may face while learning in school. Listening has a great impact on pronunciation and the quality of the communication that they may have with other English speakers, especially if they are native English speakers. Understanding what other people say is necessary to keep a conversation going to avoid miscommunication, misunderstandings, embarrassing moments, frustration, lack of confidence, mistakes, and even trouble.

One common situation that learners of English notice is how the language sounds in class and how it sounds when they meet or listen to native speakers while watching a movie, videos on social media, or listening to a song. Teachers, who are in many cases non-native speakers and have never been to an English-speaking country either, try their best incorporating strategies with materials that have been designed for classrooms. These materials are usually recorded in slow motion in comparison to how English sounds in daily situations among native English speakers or proficient non-native English speakers.

Although EFL/ESL teachers want to do their best, there are some limitations that they usually face and have to manage, especially in public schools out of the United States with few resources and large classes. Among the limitations, it is important to mention some of the most common ones, such as few hours per week, lack of resources, poor or no Internet connection, learners with limited vocabulary in their first language, learners with low level of literacy, learners with no expectations nor personal goals, and learners with no interest in learning. These constraints

demand designing new strategies to help learners take advantage of their leisure time and use free resources to enhance their language skills, focusing on their listening comprehension that is essential for effective communication.

It is necessary to recognize that despite all the constraints, students in schools are able to learn new vocabulary, write words, write simple sentences, complete close activities, work on grammar, read sentences, read short paragraphs, say simple sentences, keep a basic conversation going, and listen to and understand conversations created for classroom environments.

Unfortunately, that is not enough to help students become proficient in English. According to Short et al. (2018) students who rely on sentence fragments, repetitive structures, and formulaic expressions are usually less proficient than those who choose their words carefully, and are able to change the way in which they express themselves, depending on the conversation partner or communicative situation (p. 17). The problem starts when EFL/ESL learners have to listen to native speakers and think of what they have said before having a conversation going, giving an answer, expressing an opinion, or just understanding what other people are saying or have said. This could be a simple everyday conversation, a TV show, an interview, a sports event, news, movie trailers, a lecture, etc. The problem increases when learners have to interact with native English speakers and although they listen to vocabulary which has been covered, learned, and practiced in class, they do not understand what they are listening to and as a result they get confused. They do not know what to say, they just smile, say something that is not expected, or just stay mute. When in class, EFL/ESL teachers tend to speak slowly because the aim of the message is to convey instruction that should be understood by students who need to work and make progress using patterns that have been studied in class. In a different context, when they listen to people from English speaking countries, they feel they do not understand because the

purpose and the speed of the message are different to what they are accustomed to listening to in the classroom.

There are several factors that make a great difference when listening to another person speaking English that EFL/ESL learners need to get familiar with to minimize the impact that listening to English native speakers may have at the beginning. Factors such as intonation, accent, English vowel sounds, length of sounds, word stress, sentence stress, and reductions are overwhelming when they do not know much or anything about them. For instance, Parrott (2010) stated that native speakers often pronounce prepositions so quickly and softly that they are barely perceptible, particularly if they consist of only one syllable (pp. 99-100). Also, when those factors are not addressed in class, with the passage of time, communicating with native English native speakers or proficient non-native English speakers becomes a major issue because EFL/ESL learners and even teachers are not accustomed to listening to or being engaged in authentic conversations. As a result, EFL/ESL learners might feel frustrated, overwhelmed, confused, and not able to keep a conversation going. In other words, EFL/ESL learners might be learning English to listen to, understand, and speak with other learners, teachers, and people from the same country, but they might not be prepared to listen to, completely understand, and speak with English native speakers either in their home countries or abroad. To make this point clear, EFL/ESL learners might not have the best pronunciation, but they need to understand what other English speakers are saying to be capable of having an effective communication with them. ESL learners in the United States have the advantage of interacting with native English speakers on a daily basis, so the results can be seen faster and the ability of listening and understanding is acquired in a more natural way while learners who study English in their home countries develop



this ability mostly in schools by listening to their teachers and non-authentic materials which have been created as part of a textbook.

To help EFL/ESL teachers and learners in non-English speaking countries strengthen their listening comprehension skill, strategies and activities based on authentic sources and materials need to be designed to give them the opportunity to listen, understand, and even interact with native English speakers in real-everyday situations and academic events that might become an enriching and unforgettable experience. As time for lessons in class is limited, students need to get engaged in exercises to be done in their leisure time by using free resources available and spend as much time as possible to hone their listening comprehension skills and get familiar with English spoken by native speakers. With EFL/ESL teachers' guidance, EFL/ESL learners need to set some personal goals and state a schedule to follow instructions and do the exercises provided to make and evaluate progress, make adjustments, and necessary changes to make it a successful experience. In addition, if the activities are connected to EFL/ESL learners' preferences, hobbies, and technology, such as apps, social media, movies, reality shows, TV series, music, radio stations, podcasts, interviews, commercials, magazines, newspapers, sports events, special ceremonies, documentaries, and more, the possibilities to have them engaged and succeed in the learning process are higher. By the same token, activities should be linked to what students already know and include new learning which matches the level of English that EFL/ESL learners have, so they can be aware of the progress they make and feel motivated to continue dedicating time to train their ears and enhance their listening comprehension.

## **Chapter 2: Literature Review**

In this chapter, diverse concepts concerning listening comprehension are analyzed as well as some theories stated by researchers and authors who have studied this crucial ability for L2 and EFL learners. Some difficulties related to phonemes, sounds, syllables, words, phrases, clauses, and speech rate are also included in order to search possible ways to help L2 and EFL language learners hone their listening comprehension skills. Likewise, the role of English accents in listening comprehension is addressed to understand how they may affect learners' performance and perceptions. Additionally, concepts, such as metacognition, cognition, extensive learning, and academic listening are described to identify some benefits that these strategies may bring to language learners' listening comprehension experience. Likewise, dictation will be analyzed as a valid strategy to start giving learners appropriate listening input. Finally, some advantages of information communications technology (ICT) are addressed in the process of helping L2 and EFL learners in their listening comprehension process.

### **What Listening Comprehension Implies to L2**

Although listening comprehension had not been considered as important as reading, and speaking, Güvendir and Hardacre (2018) stated that to succeed in human verbal exchange, being an active listener is as important as being an effective speaker. That is, it is not feasible to keep a

successful conversation going if one of the people involved in it does not comprehend what the other person is saying (Güvendir & Hardacre, 2018). According to Prince (2012), listeners understand due to the interaction of two processes, such as the bottom-up and the top-down. The bottom-up process is understood as the perceptual decoding while the top-down process refers to prior knowledge that listeners are able to bring to the communication process. Similarly, Yeldham (2021) agreed that “listening involves both, a bottom-up and a top-down process” (p. 2). Yet, Yeldham explained that the bottom-up process is perceptual and involves phonological decoding, lexical search, and syntactic parsing while the top-down process is conceptual; in this level, schematic and pragmatic processes are included in order to help listeners to build meaning and form a mental model of the text. By the same token, Cheng (2022) indicated that the process of decoding and the process of building comprised the description of listening. In relation to building meaning, Cheng et al. (2022) highlighted the importance of rapidly recognizing the phonological forms of words and linking them effectively to their previous knowledge. Additionally, if L2 learners want to avoid difficulties in listening performance, they need to develop the ability to decode for comprehension because it is connected to knowledge of phonological word form (Milton et al., 2010, as cited in Masrai, 2022).

In the same way, Joaquin (2018) stated that listening was different from speaking and writing because it was a mental process; therefore, it is considered difficult to observe, describe, assess, and teach. Joaquin also claimed that listening is a skill that learners need to practice if they want to achieve automaticity as they do with reading, writing, and speaking. The listening process is highly automatized; that means, that proficient learners need little or non-conscious attention to comprehend what has been said, but it might be a daunting challenge for learners with more limited processing skills (Segalowitz, 2003, as cited in Brunfaut & Révész, 2015).

Moreover, in order to succeed in the listening comprehension process, learners also need to integrate in real time information from diverse knowledge sources (Rost, 2005, as cited in Brunfaut & Révész, 2015). Cheng et al. (2022) manifested that recent research has shown the strong association between L2 vocabulary and L2 listening comprehension which results in linguistic knowledge. Moreover, the findings also indicated that learners with the ability to process multi-word units from L2 speech, may have better L2 listening comprehension.

### **Difficulties in Listening Comprehension**

It is often stated by L2 learners that the listening competence is the most difficult language skill to develop (Goh, 2000; Graham, 2006, as cited in Masrai, 2022). Goh and Wallace (2018) suggested that the listening comprehension process may be difficult to develop due to its nature and because learners need to listen and comprehend in real time to what other people are saying. Yeldham (2021) indicated that what challenged many L2 learners the most was time constraints that limited their ability to process speech in real time. Chang (2018c) stated that L2 learners generally perceive fast speech as one of the most difficult challenges that affects their listening comprehension. According to Chang (2018c) when learners are not able to process words as fast as they hear them, difficulties in listening comprehension increase because learners cannot recall from their short-term memory some information they need in real time. Goh (2018a) mentioned that the problems that L2 listeners face in general L2 and academic contexts are very similar, including different accents, speech rate, unknown vocabulary, discourse structure, and the pressure to give correct answers during oral communications.

Yeldham (2016) pointed out that, through the years, teachers have realized that L2 learners experience a myriad of difficulties when trying to comprehend texts connected to speech, especially when they are briefly heard. Goh and Wallace (2018) considered that issues start at the phoneme level, then the word level, which finally interferes with the phrasal and clausal levels. Prince (2012) stated that recognizing words affects a complete utterance, and if learners are not able to recognize words, this difficulty will lead them to uncertainty and mistakes. Cutler and Farrell (2018) detailed that the pronunciation of words may be altered depending on the types of voices, and the occasions in which words are used. As everyone does not speak exactly the same manner, the use of some phonological processes, such as assimilation, omission, or addition of sounds during speech, make listening comprehension more difficult for learners. According to Setter (2014), Cauldwell (n.d.) demonstrated that words that exist in our vocabulary and that we assume that we know very well, may suffer changes when they are used in a sentence. As stated by Setter, words change when they are spoken due to the difference between what Cauldwell (n.d.) calls “the careful speech model” or “the emulation model” which is a model for pronunciation that does not represent what really happens in natural speech. As suggested by Joaquin (2018), difficulties imply more effective listening instructions in classrooms with clear objectives in order to develop automaticity in this skill.

### **English Accents in Listening Comprehension**

According to OMICS International (2013), there exist approximately 505 million nonnative English speakers worldwide. Native speakers (NSs) and non-native speakers (NNSs) have to coexist and interact every day by using English and being exposed to a wide range of English accents, as well (Kang et al., 2019). Depending on the person who speaks and the region

where the English language is used, the accent and the pronunciation may vary. Therefore, listeners' perception may suggest that it is easier to comprehend when English is spoken by people with a familiar accent or an accent that they prefer (Chang, 2018a). Hamada and Suzuki (2020) stated that evidence based on research on the relationship between English accents and listening comprehension, suggests that when listening to unfamiliar accents, non-native learners' listening performance is affected in a negative manner. As explained by Kang et al. (2019), Ben and Bradlow (2003) used the term interlanguage speech intelligibility benefit (ISIB) to support a theory that posits that NNS listeners' comprehension shows better results when a person with the same L1 speaks English. Kılıçkaya (2018) highlighted the importance of exposing L2 learners to diverse accents and varieties of English because the number of NNSs is higher than the number of NSs, and NNSs will interact with other NNSs in many situations. Similarly, Tsang (2019) suggested exposing L2 learners to accents they will mostly interact with in the future, in addition to the standard accents that already exist. According to Tsang, practitioners may consider this strategy taking into account the wide variety of accents and the impossibilities to master them all. White (2018) mentioned that an international group of teachers revealed on a poll that the accents used in recording texts are always from Britain, the United States, and Australia, ignoring second language (L2) or local speakers of English who constitute two-third of the world's English speakers. White also pointed out that L2 speakers are more likely to interact and communicate with other L2 speakers outside the classrooms.

## Strategies for Listening Comprehension

As suggested by Bao and Guan (2019), second language listening may be defined as manners used by listeners to manage real-time comprehension while interacting with a spoken text.

When thinking of designing effective strategies to help learners hone their skills and enhance their level of proficiency, it is vital to recognize their language needs (Sawyer, 2005 as cited in Abobaker, 2017). According to Tsang (2022) it is also important to realize that learners' own experiences are necessary to develop an effective language teaching and learning process. Based on previous concepts, Tsang pointed out that teachers should attempt to help and encourage learners to use topics they enjoy and explore resources that they find interesting outside of the classroom to continue with their learning process. Goh (2018b) asserted that educators are currently using activities that motivate learners to listen for communicative purposes and be more aware of their own listening process. Goh also pointed out that learners are encouraged to use any available listening and viewing resources in order to practice their listening skills. Similarly, Goh explained that the main purpose of listening activities is to help learners enhance their ability to comprehend spoken texts at distinct levels; therefore, activities should be connected to authentic listening experiences. Chang (2018b) introduced extensive listening (EL) as the access that learners may have to a large amount of aural input, such as television, radio, video, audio books, magazines, and internet sources to enhance their ability to recognize spoken texts and enjoy listening. Likewise, Chang (2018b) stated that EL enables learners to develop aural vocabulary because it allows them to hear the same patterns of letters, words, and collocations, so learners can improve their accuracy when decoding words they hear. As a starting point, any EL activity should be like any other listening task; learners need clear

instructions, understand the purpose of E activities, and receive feedback (Reinders & Cho, 2010 as cited in Chang, 2018b). In relation to materials used for EL activities, Chang (2018b) suggested considering interesting materials to motivate learners to finish the tasks and select materials appropriate to learners' language levels.

Another strategy is academic listening. Academic listening (AL) is defined by Goh (2018a) as a group of skills that second language users need to process academic spoken discourse. Moreover, it has been suggested that the skills required for AL are not too different from L2 listening skills. For instance, bottom-up, top-down, and interactive processing are included in AL and L2, but due to the diverse characteristics of the academic contexts, AL demands additional skills (Flowerdew & Miller, 2005; 2014 as cited in Goh 2018a). According to Goh (2018a) a clear example of additional skills required in AL is that learners need to combine comprehension processes, such as listening for details and global understanding with abilities to take notes, summarize, report, and ask questions. In relation to lecture comprehension, for recognizing discourse cues, taking notes, and integrating incoming messages with information from diverse sources, learners need an integrated skill set and knowledge. (Flowerdew, 1994 as cited in Goh, 2018a; Richards, 1983).

As suggested by Cross and Vandergrift (2018) metacognition may help listeners become more independent, active, and responsible for their own learning process; if used properly, learners may enhance their motivation while developing their autonomy. Metacognitive strategies will also help learners manage their time, set goals, plan, monitor, and evaluate their own progress, especially when challenges appear and listening comprehension becomes overwhelming and even impossible (Goh, 2005; Vandergrift, 2003, as cited in Yeldham, 2021). Gündür and Hardacre (2018) explained that the real purpose of metacognitive knowledge is to



help learners become aware of multiple strategies they may use before, during, and after every task connected to their listening process. Graham (2018) advised that a number of studies have shown the possibility to teach learners how to use strategies in more effective manners while developing their metacognitive awareness and enhancing their listening skills. Similarly, recent research on metacognition has demonstrated that effective listening performance is possible when classroom instructions are focused on assisting learners' mental process to cope with diverse listening materials (Rost & Ross, 1991 as cited in Bao & Guan, 2019).

Bao and Guan (2019) stated that cognitive strategies are crucial for listening comprehension because learners can monitor their mental processing while identifying comprehension break downs, and connecting their world knowledge to listening content. Vandergrift and Cross (2018) considered inferencing and elaboration as the two most important cognitive strategies in listening comprehension. Vandergrift and Cross also described inferencing as the strategy that learners can utilize to guess the meaning of words and phrases in order to predict outcomes, taking into account information inside an oral text. Likewise, Vandergrift and Cross defined elaboration as the strategy that learners may use to apply prior knowledge from outside an oral text and connect it to knowledge from the oral text to predict outcomes and complete a listening task. According to Vandergrift and Cross recent research suggests that combining cognitive strategies and metacognitive strategies appears to show better results in listening success than implementing these strategies in separate ways. By the same token, (Graham & Macaro, 2008 as cited in Vandergrift & Cross, 2018) hypothesized that a cluster of metacognitive and cognitive strategies would enhance learners' skills to make more effective predictions, guess the meaning of unknown words more accurately, and recognize familiar words from English.

## **Dictation in Listening Comprehension**

Teaching techniques may be crucial to help students gain confidence and engage in listening activities inside and outside the classroom (Chang, 2018b). Chang also stated that in order to help learners improve their confidence, relevant background or topical knowledge may be provided before they start listening. Goh and Wallace (2018) suggested that explicit ear training based on words and phrases, language awareness activities, and language-oriented activities may help specific decoding processes. Additionally, Goh and Wallace explained that language-oriented activities, especially dictation, are focused on characteristics that demand that learners to write down what they hear. Goh and Wallace clarified that dictation is a common activity in which teachers speak utterances and learners should transcribe what they listen to, with the purpose of developing lexical segmentation. As detailed by Goh and Wallace (2018) dictation enables learners to distinguish words in complete utterances and to identify problematic phonemic features. Goh (2018b) used the term one way-listening tasks to refer to activities, such as dictation, in which learners only listen to a text without having any interactions with the speakers. Goh asserted that in these types of tasks, the objective is to demonstrate comprehension by answering questions based on a text. Finally, Sanavi and Mohammadi (2018) asserted that dictation is a valid way to assess learners' listening proficiency. Sanavi and Mohammadi (2018) also stated that dictation can have variations in order to help learners with their short-term memory.

## **Information and Communications Technology (ICT)**

ICT can be a useful tool in listening instruction in order to enhance learners' listening skills, performance, as well as the ability to recall listening strategies, especially when online resources are used to supplement the activities that have been developed in the classroom (Kılıçkaya, 2018). Goh (2018b) highlighted the need to cope with multimedia resources, such as texts, audios, videos, and graphics to overcome challenges related to technological input. Kılıçkaya (2018) explained that the Internet offers teachers and learners a wide variety of free resources that can be used to practice and hone listening skills. Likewise, Hegelheimer et al. (2018) indicated that teachers can find multiple options to create computer-assisted language learning (CALL) listening activities that learners may use in and outside the classroom. Hegelheimer et al. (2018) also stated that students can also subscribe to podcasts and videos that they can listen to on a daily basis in order to enhance their listening skills. Finally, Hegelheimer et al. (2018) suggested that available online resources may be used by teachers to enhance learners' aural input.

Listening comprehension implies more than just choosing the correct answers from multiple option questions. Therefore, learners need to use memory to recall information they need to understand phonemes, sentences, phrases, clauses, and utterances to give meaning to oral communication. During the listening process, learners will face multiple challenges and difficulties that might make them feel overwhelmed and even discouraged.

Based on students' needs, teachers may implement strategies such as metacognition, cognition, extensive learning, and academic listening to help learners succeed in and outside the classroom. Additionally, accents play an important role in the listening comprehension process, taking into account that the number of non-native speakers (NNS) around the world is higher

than the number of native speakers (NS). Therefore, teachers may use dictation as one of the valid options to help learners to put into practice the top-down and bottom-up processes to infer and understand an oral text. Finally, information communications technology can also be part of the strategies that teachers can utilize to take advantage of the myriad of options that are available online and that learners may use on a daily basis to enhance their listening comprehension.

### **Chapter 3: Project Design**

In this chapter, I intend to explain the rationale of this workshop comprised of six activities tasks based on metacognitive and cognitive strategies that EFL/ESL teachers may use in class order to help EFL/ESL students enhance their skills in listening comprehension. Likewise, EFL/ESL students may benefit in and outside the classroom by following the instructions and becoming aware of the advantages they will find when planning, monitoring, and evaluating their own learning process to overcome difficult listening challenges (Bao & Guan, 2019). It is important to highlight that EFL learners living in non-speaking countries may benefit the most from getting engaged in the extensive listening activities that will be suggested in this project, due to the limited or non-exposure to English accents and daily interactions (Best & Tyler, 2007 as cited in Hamada & Suzuki, 2020; Tsang, 2022).

Every activity suggested in this project, is based on metacognitive and cognitive strategies, which combined may bring greater benefits to language learners while listening, decoding, and using prior knowledge to connect activities to their needs, interests, and realities. Activities in the classroom will be based on dictation and the diverse variations that dictation may have to match learners' skills, and levels of listening proficiency. In order to be consistent with the activities and encourage EFL/ESL learners build a sound listening comprehension process, every dictation will have three different stages, such as pre-listening, while listening, and post listening. Similarly, learners will have the possibility to reflect on their own process

and, with the help of their teachers' timely feedback, make adjustments to enhance their listening comprehension on their next listening experience.

Although these listening activities are suggested to be developed from the easiest to the most challenging one, teachers are free to assign them depending on learners' current listening skills. By the same token, extensive activities are suggested to encourage and motivate students to expose themselves to the English language and practice outside the classroom, maintaining their own pace and their teacher's support. In order to have learners' attention, free websites, apps, and other resources will be included as part of the extensive activities. Lastly, extensive listening tasks will be similar to what students do in the classroom during dictation, so they can follow the same strategies to get some automaticity, build and retain meaning, and gain confidence to participate in real life interactions.

The following is the order in which the listening activities are suggested, but as previously mentioned, teachers may use them according to learners' abilities. The first activity is about word recognition. The second activity is related to completing sentences with the correct words. In the third activity, learners will listen and write the ending of the sentences. The fourth activity is focused on completing a conversation. The purpose of the fifth activity is to find mistakes and make corrections. In the sixth and last activity, learners should listen and write what they listen to. It is important to highlight that every listening activity in class will have an extended activity to help students continue developing their listening skills out of the classroom. Likewise, teachers should take advantage of the listening activities to explain different issues related to assimilation, addition and omission of sounds, syllables, syllable stress, content words, intonation, and accents (Cutler & Farrell, 2018).

If the six activities are used as suggested, and EFL/ESL learners consistently follow the process of the extensive listening activities, benefits and advantages, such as automaticity, more exposure to the English language, recognizing new and unfamiliar words, getting used to diverse accents, getting used to different voices, reducing anxiety, gaining confidence to participate in communicative interactions, and improving listening comprehension in real time are expected to happen.

## **Chapter four: Project**

This chapter contains a set of six activities designed to help EFL /ESL learners enhance their listening comprehension skills. Every activity has a different level that teachers may apply in class depending on their students current listening skills. In order to help teachers to offer students timely feedback, answer sheets have been added as well as the transcripts of the listening activities that come from diverse sources. As WhatsApp and Google translate are required for some of the activities designed, there are a couple of links with tutorials and guidance to manage these ICT tools.

Although dictation is used as the main activity in class, extensive activities have been added to encourage learners to get engaged in listening comprehension out of school. Similarly, dictation and extensive activities have been articulated to other domains, such as reading, writing, and speaking. Additionally, the activities allow learners to interact with other learners in order to think, pair, and share with the teacher and the whole class. Finally, teachers may also help learners by letting them read the scripts, and use subtitles when noticing that learners need extra help to develop the exercises.



## Activity 1. Recognizing Words

### Pre-listening.

- A. Write the family members that you remember.

_____	_____	_____
_____	_____	_____
_____	_____	_____

- A2. Complete the sequence with the missing numbers.

Zero, \_\_\_\_\_, \_\_\_\_\_, three, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, seven, \_\_\_\_\_, \_\_\_\_\_, and ten.

### While listening.

#### Dictation

- B. Listen to the teacher and circle the words you listen to.

- |           |        |          |        |
|-----------|--------|----------|--------|
| 1. shoe   | She    | shy      | shine  |
| 2. have   | hand   | ham      | has    |
| 3. two    | tea    | toes     | truck  |
| 4. bother | broth  | brothers | banker |
| 5. and    | aunt   | any      | am     |
| 6. young  | an     | once     | one    |
| 7. mister | sister | sitter   | system |

**After listening.**

- **C. With the words you chose, write the hidden sentence.**

She \_\_\_\_\_.

**Pair work.**

- **D. Share with a partner and compare your sentences.**
- **E. Practice how to pronounce your sentence.**
- **F. Share it with your teacher and the rest of the class.**

### **Extensive Listening Activity 1: Identifying Words.**

The Teacher should create a WhatsApp group in which he/she will be the administrator to post activities, check, follow progress, assess, and give timely feedback.

#### **Listening Activity:**

- **A. Listen and circle the words that your teacher sent to the WhatsApp group.**

- |           |         |           |        |
|-----------|---------|-----------|--------|
| 1. my     | eye     | I         | ice    |
| 2. always | subways | all day   | Elvis  |
| 3. fake   | wake    | take      | sake   |
| 4. they   | the     | day       | then   |
| 5. boss   | base    | bats      | bus    |
| 6. took   | to      | tube      | tooth  |
| 7. sculp  | spoon   | it's cool | school |

- **B. With the words you chose, write the hidden sentence.**

I \_\_\_\_\_.

- **C. With the help of Google translate, practice how to pronounce the sentence.**

### **My Reflection on Extensive Listening Activity 1.**

1. I found a quiet place to work on my listening activity: Yes \_\_\_\_ No \_\_\_\_

2. I dedicated enough time to do the activity: Yes \_\_\_\_ No \_\_\_\_

3. I had to listen 1 time \_\_, 2 times \_\_, 3 times \_\_,  
more than 3 times \_\_

4. I found the activity: Easy\_\_ My level \_\_ Challenging \_\_  
Too difficult \_\_

5. What can I do better next time?

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6. Questions for the teacher:

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## Activity 2. Completing Sentences.

### Pre-listening.

#### ➤ A. Write the time and practice how to say it.

- |                           |                                |
|---------------------------|--------------------------------|
| 1. 1:00 It's one o'clock. | 7. 7:00 It's _____.            |
| 2. 2:00 It's _____        | 8. 8:00 It's eight o'clock.    |
| 3. 3:00 It's _____        | 9. 9:00 It's _____.            |
| 4. 4:00 It's four o'clock | 10. 10:00 It's _____.          |
| 5. 5:00 It's _____        | 11. 11:00 It's _____.          |
| 6. 6:00 It's _____        | 12. 12:00 It's twelve o'clock. |

### While listening.

### Dictation

#### ➤ B. Listen to the teacher and complete the sentences you hear.

- I \_\_\_\_\_ at \_\_\_\_\_ o'clock in the morning.
- I take \_\_\_\_\_ at \_\_\_\_\_ o'clock in the morning.
- I go \_\_\_\_\_ at \_\_\_\_\_ o'clock in the morning.
- I \_\_\_\_\_ school at \_\_\_\_\_ o'clock in the afternoon.
- I \_\_\_\_\_ at \_\_\_\_\_ o'clock in the afternoon.
- I \_\_\_\_\_ at \_\_\_\_\_ o'clock in the afternoon.
- I \_\_\_\_\_ at \_\_\_\_\_ o'clock in the \_\_\_\_\_.

**After listening.**

- **C. Write a sentence about your daily routines.**

I \_\_\_\_\_.

**Pair work.**

- **D. Share your sentence with a partner.**
- **E. Practice how to pronounce them.**
- **F. Share with your teacher and the rest of the class.**

### **Extensive Listening Activity 2: Completing Sentences.**

- **A. Listen carefully to Denzel Washington's speech and complete the sentences.**      **Don't Be Afraid to Fail (3:23).**

**<https://www.youtube.com/watch?v=RnIFDs07VC0>**

1. Do what you feel \_\_\_\_\_ about.
2. \_\_\_\_\_ to think outside the box.
3. I try \_\_\_\_\_ the goal every day.
4. In order to achieve these goals you must \_\_\_\_\_.
5. Working really hard is what \_\_\_\_\_ do.
6. Don't confuse movement with \_\_\_\_\_.
7. So continue to strive, \_\_\_\_\_, continue to progress.

- **B. Write a sentence that you found interesting from Washington's speech.**

\_\_\_\_\_.

- **C. With the help of Google translate, practice how to pronounce the sentence.**

### **My Reflection on Extensive Listening Activity 2.**

1. I found a quiet place to work on my listening activity: Yes \_\_\_\_ No \_\_\_\_

2. I dedicated enough time to do the activity: Yes \_\_\_\_ No \_\_\_\_

3. I had to listen 1 time \_\_, 2 times \_\_, 3 times \_\_,  
more than 3 times \_\_

4. I found the activity: Easy \_\_ My level \_\_ Challenging \_\_

Too difficult \_\_

5. What can I do better next time?

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6. Questions for the teacher:

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### Activity 3. Listen and Complete With the Correct Endings.

#### Pre-listening.

➤ **A. Unscramble the following words.**

1. **tenof**      \_ \_ \_ \_ \_
2. **ualusly**      \_ \_ \_ \_ \_
3. **yswaal**      \_ \_ \_ \_ \_
4. **tisomesme**      \_ \_ \_ \_ \_
5. **verne**      \_ \_ \_ \_ \_

#### While listening.

#### Dictation

➤ **B. Listen to the teacher and complete the sentences with the correct endings.**

1. I always wear a T-shirt \_\_\_\_\_.
2. My mother usually wears an umbrella \_\_\_\_\_.
3. My father always drinks coffee \_\_\_\_\_.
4. My brother sometimes goes to the beach \_\_\_\_\_.
5. My sister always wears a jacket \_\_\_\_\_.
6. My grandmother never wears a hat \_\_\_\_\_.
7. I often swim in the pool \_\_\_\_\_.

#### After listening.

➤ **C. Complete the sentences with information about you.**

1. I always \_\_\_\_\_ when it's cool.

2. I sometimes \_\_\_\_\_ when it's hot.
3. I never \_\_\_\_\_ when it's raining.

**Pair work.**

- **D. Share your sentences with a partner.**
- **E. Practice how to pronounce them.**
- **F. Share with your teacher and the rest of the class.**

**Extensive Listening Activity 3.**

- **A. Listen to the movie clip from Avengers End Game and complete the end of the sentences.      Whatever it Takes (1:57).**

**<https://www.youtube.com/watch?v=TtuG6vJQCz0>**

1. Five years ago \_\_\_\_\_.
2. Today we have a chance \_\_\_\_\_.
3. You know your teams; \_\_\_\_\_.
4. Look out for \_\_\_\_\_.
5. Most of us are going \_\_\_\_\_.
6. This is the fight of \_\_\_\_\_.
7. We're gonna win, whatever \_\_\_\_\_.

- **B. Practice how to pronounce each sentence.**



**My Reflection on Extensive Listening Activity 3.**

1. I found a quiet place to work on my listening activity: Yes \_\_\_\_ No \_\_\_\_

2. I dedicated enough time to do the activity: Yes \_\_\_\_ No \_\_\_\_

3. I had to listen 1 time \_\_, 2 times \_\_, 3 times \_\_,  
more than 3 times \_\_

4. I found the activity: Easy\_\_ My level \_\_ Challenging \_\_  
Too difficult \_\_

5. What can I do better next time?

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6. Questions for the teacher:

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### Activity 4. Listen and Complete the Conversation.

#### Pre-listening.

##### ➤ A. Organize the following sentences.

1. a / I'm / student \_\_\_\_\_.
2. New Jersey / live / I / in \_\_\_\_\_.
3. usually / home / I / Stay \_\_\_\_\_.
4. go / time / to / It's \_\_\_\_\_.
5. a / I / have / brother \_\_\_\_\_.

#### While listening.

#### Dictation

##### ➤ B. Listen to the teacher and complete the conversation.

**Angela:** Hello, Mike!

**Mike:** \_\_\_\_\_. Hello Angela.

**Angela:** What do you do?

**Mike:** \_\_\_\_\_. I'm a drama teacher.

**Angela:** Where do you live?

**Mike:** \_\_\_\_\_. I live in Charlotte, North Carolina.

**Angela:** Do you speak another language?

**Mike:** \_\_\_\_\_. Yes, I do. I speak Spanish and Italian.

**Angela:** What do you do on weekends?

**Mike:** \_\_\_\_\_. I usually stay home, read a

book, watch TV, listen to music, and cook.

**Angela:** Do you have any brothers and sisters?

**Mike:** \_\_\_\_\_. Yes. I have a sister.

**Angela:** Do you play any sports?

**Mike:** \_\_\_\_\_. No, I don't.

**Angela:** Oh, it's time to go! Goodbye, Mike!

**Mike:** Bye, Angela!

**After listening.**

**Pair work.**

- **C. Find a partner and complete the sentences with your own information.**
- **D. Practice how to say it and Switch roles.**
- **F. Role play.**

**You:** Hello, \_\_\_\_\_!

**Your partner:** \_\_\_\_\_.

**You:** What do you do?

**Your partner:** \_\_\_\_\_.

**You:** Where do you live?

**Your partner:** \_\_\_\_\_.

**You:** Do you speak another language?

**Your partner:** \_\_\_\_\_.

**You:** What do you do on weekends?

**Your partner:** \_\_\_\_\_.

**You:** Do you have any brothers and sisters?

**Your partner:** \_\_\_\_\_.

**You:** Do you play any sports?

**Your partner:** \_\_\_\_\_.

**You:** Oh, it's time to go! Goodbye, Mike!

**Your partner:** Bye, \_\_\_\_\_!

#### **Extensive Listening Activity 4: Complete the Conversation.**

- **Listen to the job interview and complete the missing lines.**

##### **Job Interview: I have Problems (1:56).**

<https://www.youtube.com/watch?v=Pt2ZZBZ4Mow>

**Susan T.:** Sarah? Hello, I'm Susan Thompsom, Human Resource  
Manager here.

**Sarah:** Hi.

**Susan T.:** Have a seat. Uh, Sarah, tell me about yourself.

**Sarah:** Um, well, \_\_\_\_\_ at night, and my dad's  
been really sick, and \_\_\_\_\_ a lot.

**Susan T.:** I see. Um, did you bring a resumé with you?

**Sarah:** No. I put everything on the application.

**Susan T.:** Okay, um I don't see any \_\_\_\_\_.  
What kind of work experience do you have?

**Sarah:** I haven't had a job.

**Susan T.:** Okay, do you have anyone who can give you a reference?

**Sarah:** Um, (Phone call) Hi. At 7. The party's at 7.

Um, yeah, I'll bring the chips. Okay. Bye.

What did you say?

**Susan T.:** I said \_\_\_\_\_ references?

**Sarah:** What's a reference?

**Susan T.:** A person who can tell us whether or not you're a good worker.

**Sarah:** Mmm, no.

**Susan T.:** Okay, um, why should I hire you, Sarah?

**Sarah:** Well, because \_\_\_\_\_.

I have a lot of problems. And I really need a job.

**Susan T.:** I have a lot of problems, too. And \_\_\_\_\_ any more.

Nice to meet you.

**Sarah:** Can I have the job? \_\_\_\_\_?

**Susan T.:** Oh, I don't think you're the right person for the job

Good luck.

**My Reflection on Extensive Listening Activity 4.**

1. I found a quiet place to work on my listening activity: Yes \_\_\_\_ No \_\_\_\_

2. I dedicated enough time to do the activity: Yes \_\_\_\_ No \_\_\_\_

3. I had to listen 1 time \_\_, 2 times \_\_, 3 times \_\_,  
more than 3 times \_\_

4. I found the activity: Easy\_\_ My level \_\_ Challenging \_\_  
Too difficult \_\_

5. What can I do better next time?

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6. Questions for the teacher:

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**Activity 5. Finding Mistakes.****Pre-listening.****➤ A. Find the mistakes in the following sentences and correct them.**

1. My father works form eight to four pm.
2. My aunt have a new cell phone.
3. Do your uncle live in Los Angeles?
4. My parents doesn't like fish.
5. I have a new pen blue.

**While listening.****Dictation****➤ B. Read the sentences, listen to your teacher and correct the mistakes.**

1. Lorena hates cherries, apples, and papayas.
2. My new friend lives near the old French restaurant.
3. I usually go to the pool when I go out with friends.
4. Karen eats seafood because she isn't allergic to it.
5. On Weekdays, I usually ride my horse, go to the park, and play videogames.

**After listening.****➤ C. Write the correct sentences.**

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

4. \_\_\_\_\_.

5. \_\_\_\_\_.

- **D. Find a partner and compare your sentences. Make corrections.**
- **E. Practice how to say each sentence.**
- **F. Share with your teacher and rest of the class.**

### **Extensive Listening Activity 5: Listen and Correct the Mistakes.**

- **A. Listen to a girl talking about her daily routine and find and correct the mistakes in the following sentences.**

**My daily routine. How I spent my day (2:05).**

<https://www.youtube.com/watch?v=L31ExXwlsVc>

1. I wake up at two o'clock in the afternoon.
2. I do yoga first, and then I take a long shower.
3. At nine o'clock, I take a train to go to the movies.
4. Sometimes, I go to an Italian restaurant to cook some pasta.
5. Right now, I am earning a Master's degree in English language.
6. I have classes from seven to eight o'clock in the morning.
7. After going to bed, I read a book or watch an episode of my favorite TV shows.

- **B. Write the correct sentences.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

➤ **C. Practice how to say the sentences.**

### **My Reflection on Extensive Listening Activity 5.**

1. I found a quiet place to work on my listening activity: Yes \_\_\_\_ No \_\_\_\_

2. I dedicated enough time to do the activity: Yes \_\_\_\_ No \_\_\_\_

3. I had to listen 1 time \_\_, 2 times \_\_, 3 times \_\_,

more than 3 times \_\_

4. I found the activity: Easy \_\_ My level \_\_ Challenging \_\_

Too difficult \_\_

5. What can I do better next time?

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6. Questions for the teacher:

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Activity 6. Listen to the Passage and Write What you Hear.

Pre-listening.

➤ A. Put the words in the correct category.

<b>Like</b>	<b>watch</b>	<b>chocolate</b>	<b>listen to</b>
<b>ice cream</b>	<b>he</b>	<b>pizza</b>	<b>chat</b>
<b>Jason</b>	<b>play</b>	<b>hamburger</b>	<b>go</b>
<b>friends</b>	<b>speak</b>	<b>fish</b>	<b>hate</b>

<b>People</b>	<b>Verbs</b>	<b>Food</b>
-	-	-
-	-	-
-	-	-
	-	-
	-	-
	-	
	-	

**While listening.**

**Dictation**

- **B. Listen to the teacher reading a passage, and write what he says.**

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**After listening.**

- **C. Answer the questions based on the passage.**

1. Where is Jason from?

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2. What languages does he speak?

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3. Where does he go to school?

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4. How old is he?

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5. Does he play sports?

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**Extensive Listening Activity 6: Listen and Write What You Listen to.**

Listen to Isaure, John, Sarah, Stephanie, and Brook.

**Select three people**, and write what they say.

**What is a typical day for you? (1:58).**

<https://www.youtube.com/watch?v=v035HQHtnrs>

Isaure:

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John:

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Sarah:

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Stephanie:

Brook: \_\_\_\_\_

**My Reflection on Extensive Listening Activity 6.**

1. I found a quiet place to work on my listening activity: Yes \_\_\_\_ No \_\_\_\_

2. I dedicated enough time to do the activity: Yes \_\_\_\_ No \_\_\_\_

3. I had to listen 1 time \_\_, 2 times \_\_, 3 times \_\_,  
more than 3 times \_\_

4. I found the activity: Easy\_\_ My level \_\_ Challenging \_\_  
Too difficult \_\_

5. What can I do better next time?

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6. Questions for the teacher:

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## Answer Key for Teachers

### Activity 1. Recognizing words

#### Pre-listening.

#### 1. Write the family members that you remember.

(Answers may vary)

_____	_____	_____
_____	_____	_____
_____	_____	_____

#### ➤ 2. Complete the sequence with the missing numbers.

Zero, one, two, three, four, five, six, seven, eight, nine, and ten.

#### While listening.

#### Dictation

#### ➤ 3. Listen to the teacher and circle the words you listen to.

- |                |               |                 |            |
|----------------|---------------|-----------------|------------|
| 8. shoe        | <u>She</u>    | shy             | shine      |
| 9. have        | hand          | ham             | <u>has</u> |
| 10. <u>two</u> | tea           | toes            | truck      |
| 11. bother     | broth         | <u>brothers</u> | banker     |
| 12. <u>and</u> | aunt          | any             | am         |
| 13. young      | an            | once            | <u>one</u> |
| 14. mister     | <u>sister</u> | sitter          | system     |

**After listening.**

- **4. With the words you chose, write the hidden sentence.**

She has two brothers and one sister.

**Extensive Listening Activity 1: Identifying Words (p. 21).**

The Teacher should create a WhatsApp group in which he/she will be the administrator to post activities, check, follow progress, assess, and give timely feedback.

**Listening Activity:**

- **A. Listen and circle the words that your teacher sent to the WhatsApp group.**

- |                  |            |             |               |
|------------------|------------|-------------|---------------|
| 8. my            | eye        | <u>I</u>    | ice           |
| 9. <u>always</u> | subways    | all day     | Elvis         |
| 10. fake         | wake       | <u>take</u> | sake          |
| 11. they         | <u>the</u> | day         | then          |
| 12. boss         | base       | bats        | <u>bus</u>    |
| 13. took         | <u>to</u>  | tube        | tooth         |
| 14. sculp        | spoon      | it's cool   | <u>school</u> |

- **B. With the words you chose, write the hidden sentence.**

I always take the bus to school.

**Activity 2. Completing Sentences.**

**Pre-listening.**

- **1. Write the time and practice how to say it.**

1:00 It's one o'clock.      7:00 It's seven o'clock.



2:00 It's two o'clock.      8:00 It's eight o'clock.

3:00 It's three o'clock.      9:00 It's nine o'clock.

4:00 It's four o'clock.      10:00 It's ten o'clock.

5:00 It's five o'clock.      11:00 It's eleven o'clock.

6:00 It's six o'clock.      12:00 It's twelve o'clock

### While listening.

### Dictation

➤ **2. Listen to the teacher and complete the sentences you hear.**

8. I get up at six o'clock in the morning.
9. I take a shower at seven o'clock in the morning.
10. I go to school at eight o'clock in the morning.
11. I finish school at three o'clock in the afternoon.
12. I get home at four o'clock in the afternoon.
13. I Watch TV at five o'clock in the afternoon.
14. I have dinner at seven o'clock in the evening.

### After listening.

➤ **4. Write a sentence about your daily routine.**

(Answers may vary)

I \_\_\_\_\_.

### Extensive Listening Activity 2: Completing Sentences (p.24).

- **A. Listen carefully to Denzel Washington's speech and complete the sentences.**

8. Do what you feel passionate about.
9. Don't be afraid to think outside the box.
10. I try to give myself the goal every day.
11. In order to achieve these goals you must apply discipline.
12. Working really hard is what successful people do.
13. Don't confuse movement with progress.
14. So continue to strive, continue to have goals, continue to progress.

- **B. Write a sentence that you found interesting from Washington's speech.**

(Answers may vary)

\_\_\_\_\_.

### Activity 3. Listen and Write the Ending of Each Sentence

#### Pre-listening.

- **A. Unscramble the following words.**

6. tenof      o f t e n
7. ualusly      u s u a l l y
8. yswaal      a l w a y s
9. tisomesme      s o m e t i m e s
10. verne      n e v e r

**While listening.****Dictation**➤ **B. Listen to the teacher and complete the sentences with the correct endings.**

8. I always wear a T-shirt when it's hot.
9. My mother usually wears an umbrella when it's raining.
10. My father always drinks coffee when it's cold.
11. My brother sometimes goes to the beach when it's sunny.
12. My sister always wears a jacket when it's snowy.
13. My grandmother never wears a hat when it's windy.
14. I often swim in the pool when it's hot.

**After listening.**➤ **C. Complete the sentences with information about you.****(Answers may vary)**

4. I always \_\_\_\_\_ when it's cool.
5. I sometimes \_\_\_\_\_ when it's hot.
6. I never \_\_\_\_\_ when it's raining.

**Extensive Listening Activity 3. Listen and write (p. 27)**

- **A. Listen to the movie clip from Avengers End Game and complete the end of the sentences.**

**<https://www.youtube.com/watch?v=TtuG6yJQCz0>**

8. Five years ago we lost.

9. Today we have a chance to take it all back.
10. You know your teams; you know your missions.
11. Look out for each other.
12. Most of us are going somewhere we know.
13. This is the fight of our lives.
14. We're gonna win, whatever it takes.

➤ **B. Practice how to pronounce each sentence.**

#### Activity 4. Listen and Complete the Conversation.

##### Pre-listening.

➤ **A. Organize the following sentences.**

6. I'm a student.
7. I live in New Jersey.
8. I usually stay home.
9. It's time to go.
10. I have a brother.

##### While listening.

##### Dictation

➤ **B. Listen to the teacher and complete the conversation.**

**Angela:** Hello, Mike!

**Mike:** Hello Angela.

**Angela:** What do you do?

**Mike:** I'm a drama teacher.

**Angela:** Where do you live?

**Mike:** I live in Charlotte, North Carolina.

**Angela:** Do you speak another language?

**Mike:** Yes, I do. I speak Spanish and Italian.

**Angela:** What do you do on weekends?

**Mike:** I usually stay home, read a book, watch TV, listen to music, and  
cook.

**Angela:** Do you have any brothers and sisters?

**Mike:** Yes. I have a sister.

**Angela:** Do you play any sports?

**Mike:** No, I don't.

**Angela:** Oh, it's time to go! Goodbye, Mike!

**Mike:** Bye, Angela!

**After listening.**

**Pair work.**

- **C. Find a partner and complete the sentences with your own information.**

**(Answers may vary).**

**Extensive Listening Activity 4. Complete the conversation (pp. 31-32).**

- **Listen to the job interview and complete the missing lines.**

**Susan T.:** Sarah? Hello, I'm Susan Thompsom, Human Resource  
Manager here.

**Sarah:** Hi.

**Susan T.:** Have a seat. Uh, Sarah, tell me about yourself.

**Sarah:** Um, well, my baby doesn't sleep well at night, and my dad's  
been really sick, and he needs me a lot.

**Susan T.:** I see. Um, did you bring a resumé with you?

**Sarah:** No. I put everything on the application.

**Susan T.:** Okay, um I don't see any work experience here.

What kind of work experience do you have?

**Sarah:** I haven't had a job.

**Susan T.:** Okay, do you have anyone who can give you a reference?

**Sarah:** Um, (Phone call) Hi. At 7. The party's at 7.

Um, yeah, I'll bring the chips. Okay. Bye.

What did you say?

**Susan T.:** I said do you have any references?

**Sarah:** What's a reference?

**Susan T.:** A person who can tell us whether or not you're a good  
worker.

**Sarah:** Mmm, no.

**Susan T.:** Okay, um, why should I hire you, Sarah?

**Sarah:** Well, because I really need the money.

I have a lot of problems. And I really need a job.

**Susan T.:** I have a lot of problems, too. And I don't need any more.

Nice to meet you.

**Sarah:** Can I have the job? How much does it pay?

**Susan T.:** Oh, I don't think you're the right person for the job

Good luck.

### Activity 5. Listen, Find and Correct the Mistakes.

#### Pre-listening.

➤ **A. Find the mistakes in the following sentences and correct them.**

6. My father works from eight to four pm.
7. My aunt has a new cell phone.
8. Does your uncle live in Los Angeles?
9. My parents don't like fish.
10. I have a new blue pen.

#### While listening.

#### Dictation

➤ **B. Read the sentences, listen to your teacher and correct the mistakes.**

6. Lorena likes cherries, apples, and bananas.
7. My best friend lives near the new French restaurant.
8. I usually go to the mall when I hang out with friends.
9. Karen never eats seafood because she is allergic to it.
10. On weekends, I usually ride my bike, go to the park, and play videogames.

**Extensive Listening Activity 5: Find and Correct the Mistakes (p. 35).**

- **A. Listen to a girl talking about her daily routine and find and correct the mistakes in the following sentences.**

**My daily routine. How I spent my day.**

8. I wake up at eight o'clock in the morning.
9. I do yoga first, and then I take a quick shower.
10. At nine o'clock, I take a bus to go to the center.
11. Sometimes, I go to an Italian restaurant to eat some pizza.
12. Right now, I am earning a master's degree in English language.
13. I have classes from four to eight o'clock in the evening.
14. Before going to bed, I read a book or watch an episode of my favorite series.

**Activity 6. Listen and Write.**
**Pre-listening.**

- **A. Put the words in the correct category.**

<b>Like</b>	<b>watch</b>	<b>chocolate</b>	<b>listen to</b>
<b>ice cream</b>	<b>he</b>	<b>pizza</b>	<b>chat</b>
<b>Jason</b>	<b>play</b>	<b>hamburger</b>	<b>go</b>
<b>friends</b>	<b>speak</b>	<b>fish</b>	<b>hate</b>



People	Verbs	Food
- Jason	- like	- ice cream
- he	- watch	- chocolate
- Friends	- play	- pizza
	- speak	- hamburger
	- listen to	- fish
	- chat	
	- go	
	- hate	

### While listening.

### Dictation

#### ➤ B. Listen to the teacher reading a passage, and write what he says.

This is Jason. He's from Colombia. He's 13 years old. He likes to watch TV, listen to music, chat with friends, play video games, and go shopping. He also likes ice cream, chocolate, hamburgers, and pizza. He goes to Sonia Ahumada High School. He can speak Spanish and English. He doesn't play sports, and he hates fish.

### After listening.

#### ➤ C. Answer the questions based on the passage.

1. Where is Jason from?

He's from Colombia.

2. What languages does he speak?

He speaks Spanish and English/Spanish and English.

3. Where does he go to school?

He goes to Sonia Ahumada High School/Sonia Ahumada High School.

4. How old is he?

He's 13 years old/He's 13/13.

5. Does he play sports?

No, he doesn't/No, he does not.

### **Extensive Listening Activity 6: Listen and Write What You Listen to (p. 39).**

Listen to Isaure, John, Sarah, Stephanie, and Brook. Select three people, and write what they say.

#### **What is a typical day for you?**

##### **Isaure.**

So, usually I wake up at seven and then I have my breakfast and go to school which starts at half past eight and then I have some lessons and I have my lunch and go back home.

##### **John.**

A typical day for me is to get up around seven o'clock, have breakfast, get my children ready for school and then take my kids to school. then, I'll get the bus at about nine o'clock get into work at about ten o'clock, and I always start the day with a coffee at my desk. And then, check emails, do my job, and I'll have lunch around twelve o'clock until about half past twelve. Finish work at six o'clock. Uh, get the bus home and then have dinner with my family. We always have dinner together and then to put the children to bed and then, I can relax.

**Sarah.**

I usually wake up at about 6:30 in the morning. I go jogging every morning and then I arrive at work at about nine o'clock; finish work at about five o'clock, and then have dinner at about seven o'clock. And then I usually go to bed at about nine.

**Stephanie.**

I normally get up at seven thirty, then I have a shower, then I take the bus to work. I usually start work at about nine thirty and finish at five thirty. After work I walk home, then when I'm at home, I cook dinner, and in the evening, I usually watch a film or read a book.

**Brook.**

I get up at seven a.m. in the morning, and I usually have eggs for breakfast. Sometimes, I go swimming before work, but I don't, I go get ready for work and go to work at nine a.m. and then I get off at five p.m.

## **Chapter 5. Conclusion**

The main motivation to work on this project and design some activities directed to help language learners' listening comprehension, especially EFL/ESL students who may have different realities and opportunities. On the one hand, EFL learners have to learn English in their own non-English speaking countries. That context sometimes includes a number of constraints that lead to other issues, such as limited instruction time, lack of resources, scarce exposure to the language, and demotivation originated by frustration when listening without understanding. On the other hand, ESL learners seem to have an advantage since they are in contact with English in real contexts once they arrive in the United States. Nevertheless, when they just arrive, they also fear, they also get confused and demotivated when interacting with their peers and feeling pressure to cope with academic English at school and social English in daily interactions. These contexts may be discouraging, confusing, and chaotic for both of them. Therefore, the complexity of listening and understanding a foreign language is what triggered the existence of the present project which intends to give EFL/ESL learners opportunities to develop their listening skills through dictation in class and extensive listening activities out of school.

Being aware of the multiple theories, research, studies, journals, and magazines dedicated to language teaching, as well as a myriad of strategies that can be applied in classrooms and the purpose of designing activities focusing on listening comprehension integrated to other skills, such as reading, speaking, and writing has been a motivating and rewarding experience. The

input of multiple readings made me recall that there is always something new to learn, something different to try, something interesting to enjoy, and something inspirational to help learners succeed in their attempt to listen, understand and be able to communicate in English.

After doing all the readings, selecting the most suitable ideas, and trying to weave them to make sense in the most coherent manner through writing, six activities were designed to achieve the goal of helping learners enhance their listening comprehension in class and continue honing their listening skill at home. Hopefully, this proposal will be read and utilized by teachers who are interested in working on common listening difficulties that students usually show in class and that teachers are able to observe through daily interactions. Similarly, Practitioners with experience in teaching languages may adapt the activities to different levels of proficiency by adjusting, making changes, and making them more approachable to their students' needs which is, in fact, what teachers should consider as crucial input to plan their lessons.

The product of this project has been a wonderful experience supported by expert researchers' findings and conclusions of multiple studies. The six activities (identifying words, completing sentences, writing endings, completing a conversation, correcting mistakes, and listening and writing) have been designed considering teaching strategies, such as metacognition, cognition, extensive learning, academic learning, dictation, ICT, and free online resources. Although dictation, which is the main activity in class, looks simple the objective is to generate automaticity, so students can replicate the steps while consistently working on extensive activities out of the classroom. Finally, teachers should offer learners timely guidance and feedback in order to make the listening process interesting, successful, and sound.

## Appendices

### How to create a WhatsApp group

- ✓ Teacher should create a WhatsApp group in which he/she will be the administrator to post activities, check, follow progress, assess, and give timely feedback.
- ✓ How to create a WhatsApp Group.

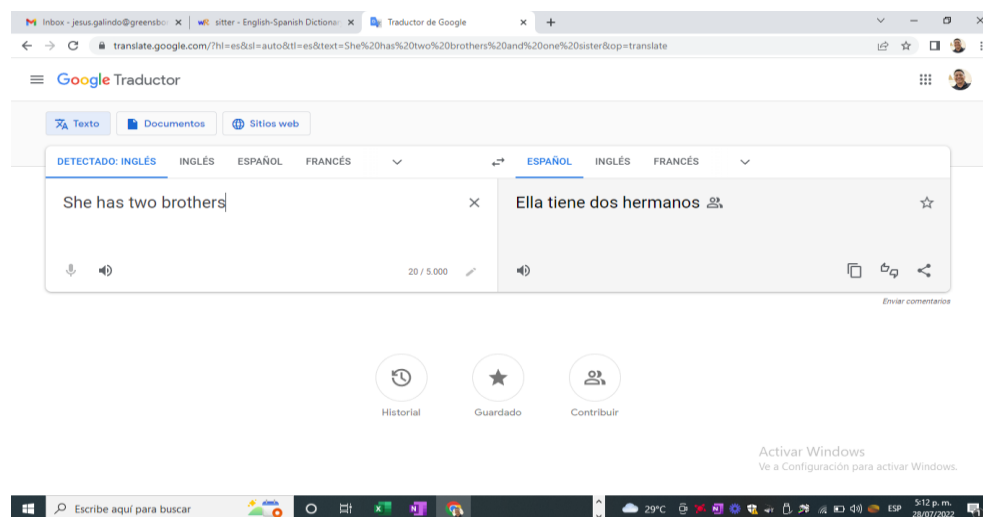
<https://www.youtube.com/watch?v=o3Kowqyr2J8>

### How to use Google Translate

- ✓ Teachers may model in class, how to use Google Translate.

<https://translate.google.com/>

1. Type what you want to listen to in English (left hand side)
2. Click on the speaker and listen.



**Transcript (p. 24).****Denzel Washington's Speech (3:23).**

<https://www.youtube.com/watch?v=RnIFDs07VC0>

Number two, fail big.

That's right. Fail big.

Today's the beginning of the rest of your lives and it can be it can be very frightening.

It it's a new world out there, it's a mean world out there and you only live once.

So do what you feel passionate about, passionate about.

Take chances professionally. Don't be afraid to fail.

There's a no like you test was nine dots and you had to draw five lines with a pencil within these nine dots without lifting the pencil.

The only way to do it was to go outside the box.

So don't be afraid to go outside the box.

Don't be afraid to think outside the box.

Don't be afraid to fail big, to dream big, but remember dreams without goals are just dreams and they ultimately fuel disappointment. So have dreams, but have goals, life goals.

Yearly goals, monthly goals, daily goals.

I try to give myself the goal every day.

Sometimes to not curse somebody out. Simple goals, but have goals.

And understand that to achieve these goals, you must apply discipline and consistency.

In order to achieve these goals you must apply discipline which you've already done, and consistency every day, not just one Tuesday and miss a few days.

You have to work at it. Every day you have to plan every day.

You've heard the saying, we don't plan to fail, we fail to plan.

Hard work works. Working really hard is what successful people do.

And is in this text tweet twirl world that you've grown have been,

Remember just because you are doing a lot more doesn't mean you're getting a lot more done.

Remember that just because you're doing more, doesn't mean you're getting a lot more done.

Don't confuse movement with progress. My mother told me told me yeah, yeah cuz you can run  
a place all the time and never get anywhere. So continue to strive, continue to have goals,  
continue to progress.

.....

**Transcript (p. 27).**

**Captain America's Speech (Avengers Endgame). Whatever It Takes (1:57).**

<https://www.youtube.com/watch?v=TtuG6yJQCz0>

Five years ago we lost. All of us.

We've lost friends, we've lost family, we've lost part of ourselves.

Today we have a chance to take it all back.

You know your teams; you know your missions.

Get the stones, get them back.

One round trip each. No mistakes. No do overs.

Most of us are going somewhere we know.

But doesn't mean we should know what to expect.

Be careful. Look out for each other.

This is the fight of our lives and we're gonna win. Whatever it takes.

Good luck!



He's pretty good at that! Right?

.....

**Transcript (pp. 31-32).**

**Job Interview: I have Problems (1:56).**

<https://www.youtube.com/watch?v=o3Kowqyr2J8>

**Susan T.:** Sarah? Hello, I'm Susan Thompsom, Human Resource Manager here.

**Sarah:** Hi.

**Susan T.:** Have a seat. Uh, Sarah, tell me about yourself.

**Sarah:** Um, well, my baby doesn't sleep well at night, and my dad's been really sick, and he needs me a lot.

**Susan T.:** I see. Um, did you bring a resumé with you?

**Sarah:** No. I put everything on the application.

**Susan T.:** Okay, um I don't see any work experience here.

What kind of work experience do you have?

**Sarah:** I haven't had a job.

**Susan T.:** Okay, do you have anyone who can give you a reference?

**Sarah:** Um, (Phone call) Hi. At 7. The party's at 7.

Um, yeah, I'll bring the chips. Okay. Bye.

What did you say?

**Susan T.:** I said do you have any references?

**Sarah:** What's a reference?

**Susan T.:** A person who can tell us whether or not you're a good

worker.

**Sarah:** Mmm, no.

**Susan T.:** Okay, um, why should I hire you, Sarah?

**Sarah:** Well, because I really need the money.

I have a lot of problems. And I really need a job.

**Susan T.:** I have a lot of problems, too. And I don't need any more.

Nice to meet you.

**Sarah:** Can I have the job? How much does it pay?

**Susan T.:** Oh, I don't think you're the right person for the job

Good luck.

.....

### **Transcript (p. 35).**

#### **My daily routine. English for beginners A1-A2. How I spent my day (2:05).**

<https://www.youtube.com/watch?v=L31ExXwlsVc>

I wake up at eight o'clock in the morning.

Good morning!

I do yoga first, and then I take a quick shower.

After I make breakfast.

Usually, I have an avocado toast and a coffee with milk.

At nine o'clock, I take a bus to go to the center.

I start working at half past nine and I finish working at 2:00 p.m.

For lunch, I usually go to the cafeteria and order a Spanish omelette and a salad.

Sometimes, I go to an Italian restaurant to eat some pizza.

At half past three, I take a bicycle to go to the university.

Right now, I am earning a master's degree in English studies.

I have classes from four to eight o'clock in the evening.

After classes I go to the gym or go out with my friends.

Before going to bed, I read a book or watch an episode of my favorite series.

Right now, I'm reading the Little Prince to improve y French.

Oh, it's so late actually. I have to go to bed.

I fall asleep at midnight.

Good night!

.....

**Transcript (p. 39).**

**What is a typical day for you? (1:58)**

<https://www.youtube.com/watch?v=v035HQHtnrs>

**Isaure.**

So, usually I wake up at seven and then I have my breakfast and go to school which starts at half past eight and then I have some lessons and I have my lunch and go back home.

**John**

A typical day for me is to get up around seven o'clock, have breakfast, get my children ready for school and then take my kids to school. then, I'll get the bus at about nine o'clock get into work at about ten o'clock, and I always start the day with a coffee at my desk. And then, check emails, do my job, and I'll have lunch around twelve o'clock until about half past twelve. Finish work at six o'clock. Uh, get the bus home and then have dinner with my family. We always have dinner together and then to put the children to bed and then, I can relax.

**Sarah**

I usually wake up at about 6:30 in the morning. I go jogging every morning and then I arrive at work at about nine o'clock; finish work at about five o'clock, and then have dinner at about seven o'clock. And then I usually go to bed at about nine.

**Stephanie**

I normally get up at seven thirty, then I have a shower, then I take the bus to work. I usually start work at about nine thirty and finish at five thirty. After work I walk home, then when I'm at home, I cook dinner, and in the evening, I usually watch a film or read a book.

**Brook**

I get up at seven a.m. in the morning, and I usually have eggs for breakfast. Sometimes, I go swimming before work, but I don't, I go get ready for work and go to work at nine a.m. and then I get off at five p.m.

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